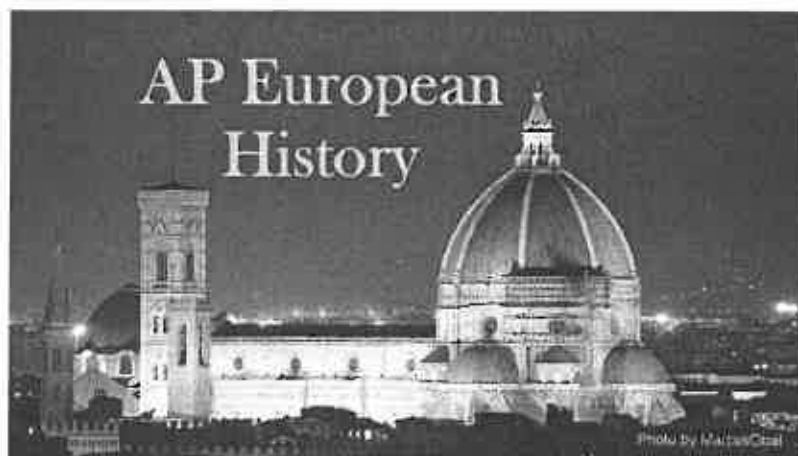


# AP EUROPEAN HISTORY – Mr. Grenz

## “DBQ Packet”



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## What is a DBQ????

- DBQ stands for Document Based Question. It is a type of essay that provides you with documents to serve as sources of information for your writing.
- The DBQ is an essay question that requires you to interpret & analyze SEVEN brief primary source documents
- The documents typically include excerpts from diaries, speeches, letters, reports and official decrees. In addition, DBQs often include at least one graph, chart, map, political cartoon, or work of art.
- The document-based question measures students' ability to analyze and synthesize historical data and to assess verbal, quantitative, or visual materials as historical evidence
- The document-based question will be judged on students' ability to formulate a thesis and support it with relevant evidence
- The document-based question will typically require students to relate the documents to a historical period or theme and, thus, to focus on major periods and issues. For this reason, outside knowledge beyond the specific focus of the question is important and must be incorporated into students' essays to earn the highest scores.
- The document-based question will have one of the following historical thinking skills as its main focus: comparison, causation, patterns of continuity and change over time,
- In addition, all document-based questions will always assess the historical thinking skills of argumentation, analyzing evidence, contextualization,

## CONTEXTUALIZATION

**Describes a broader historical context relevant to the prompt.**

- The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.

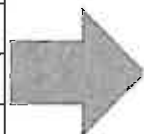
## THESIS / CLAIM

**Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.**

- The thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

## DOCUMENTS, EVIDENCE, & ANALYSIS

	DESCRIBES (3 docs)	SUPPORTS (6 docs)	EXPLAINS (3 docs)
Doc 1			
Doc 2			
Doc 3			
Doc 4			
Doc 5			
Doc 6			
Doc 7			



Accurately **DESCRIBES** the content of at least **THREE** documents to address the topic of the prompt. *Quotes are insufficient to earn this point*

**SUPPORTS** an argument in response to the prompt using at least **SIX** documents. *These documents should meet (and exceed) the standard set for the description point.*

For at least **THREE** documents, **EXPLAINS** HOW or WHY the document's Point of view, Purpose, Historical situation (context), and/or Intended Audience is relevant to an argument. (HIPPO)




## USES AT LEAST ONE ADDITIONAL PIECE OF SPECIFIC HISTORICAL EVIDENCE "outside evidence"

(beyond that found in the documents) relevant to an argument about the prompt.

- The response must describe the evidence and must use more than a phrase or reference. **This additional piece of evidence must be different from the evidence used to earn the point for contextualization.**

**Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.**

The response must demonstrate a complex understanding, which must be part of the argument and not merely a phrase or reference. This could include:

- Explaining nuance by analyzing multiple variables
- Explaining both similarity and difference, both continuity and change, or multiple causes, or both causes and effects
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence

Total  
Points

**/7**  
Adjusted score

\_\_\_\_\_/70



## AP Euro HIPPO Document Analysis

1. **Historical Context:** (one sentence that places the work in its historical setting—what/when/where)


2. **Intended Audience:** (one sentence that identifies who the author intended to read/see/hear the work)


3. **Purpose:** (two sentences that explain the author's purpose/argument; cite specific evidence in your own words)


4. **Point of View:** (one sentence that analyzes the author's mindset/the thinking to which [s]he was predisposed)


5. **Outside information/examples:** (one sentence that relates the author's ideas to the ideas of others [similar or different] or to events not previously mentioned in Historical Context)


**EUROPEAN HISTORY**

**SECTION II**

**Total Time—1 hour and 40 minutes**

**Question 1 (Document-Based Question)**

**Suggested reading and writing time: 1 hour**

**It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.**

**Note: You may begin writing your response before the reading period is over.**

**Directions:** Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

**GO ON TO THE NEXT PAGE.**

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## Section II

### Part A: Document-Based Question

There will be one document-based question on the exam.

In the sample question that follows, the main reasoning skill being assessed is **continuity and change over time**, though the document-based question on the exam may focus on other skills.

**Question 1.** Evaluate whether or not the First World War was a transformative event in European women's history.

#### Document 1

Source: "Votes for Heroines as well as Heroes," cover illustration, *Votes for Women*, weekly magazine, November 26, 1915.



© Mary Evans Picture Library / The Women's Library @ LSE

[CHIVALRY, looking at British Prime Minister H. H. Asquith]:

"Men and women protect one another in the hour of death.\* With the addition of the woman's vote, they would be able to protect one another in life as well."

\* a reference to the November 17, 1915, sinking of the British hospital ship *Anglia*, many of whose female nurses died asking that the wounded soldiers onboard be rescued first

## Document 2

Source: Paul von Hindenburg, Chief of the German General Staff, letter to German Chancellor Bethmann Hollweg, 1916.

It is also my opinion that women's work should not be overestimated. Almost all intellectual work, heavy physical labor, as well as all real manufacturing work will still fall on men—in addition to the entire waging of the war. It would be good if clear, official expression were given to these facts and if a stop were put to women's agitation for parity in all professions, and thereby, of course, for political emancipation. . . . After the war, we will still need the woman as spouse and mother. I thus strongly support those measures, enacted through law, prerogative, material aid, etc., aimed at that effect. In spite of the strong opposition to such measures, it is here that vigorous action needs to be taken in order to extinguish the influence of this female rivalry, which disrupts the family. . . . If I *nevertheless* urge that the requirement to work be extended to all women who are either unemployed or working in trivial positions, now and for the duration of the war, I do so because, in my opinion, women can be employed in many areas to a still greater degree than previously and men can thereby be freed for other *work*.

## Document 3

Source: Countess de Courson, French author, *The French Woman during the War*, 1916.

The task of the peasant woman is heavy, and for the past eighteen months they have accomplished it admirably, although perhaps today with a little more lassitude. In 1914, some of the field work was completed by the men before they left for war, by the young soldiers of the class of 1915 . . . who were still there to do their fair share of the work. The summer of 1915 was more difficult to get through; the mourning, the deep anxiety pressed on these peasant women, many of them knowing today that the empty places at the hearth will stay that way forever. Despite the crushing weight of physical and emotional fatigue, they continued, with few exceptions, to face up to the necessities of the war.

(b)

## Document 4

Source: Madeline Ida Bedford, English middle-class poet writing in the voice of a working-class woman, 1917.

**Munition Wages**

Earning high wages?  
Yes, five pounds\* a week.  
A woman, too, mind you,  
I calls it damn sweet.

You're asking some questions—  
But bless you, here goes:  
I spends the whole racket  
On good times and clothes.

We're all here today, mate,  
Tomorrow—perhaps dead,  
If Fate tumbles on us  
And blows up our shed.

Afraid! Are you kidding?  
With money to spend!  
Years back I wore tatters,  
Now—silk stockings my friend!

Worth while, for tomorrow  
If I'm blown to the sky,  
I'll have repaid my wages  
In death—and pass by.

\*British currency

## Document 5

Source: Private G. F. Wilby, British frontline soldier, letter to his fiancée, Ethel Baxter, 1918.

Whatever you do, don't go in Munitions [manufacturing] or anything in that line—just fill a Woman's position and remain a woman—don't develop into one of those “things” that are doing men's work, as I told you in one of my letters, long ago. I want to return and find the same loveable little woman that I left behind—not a coarse thing more of a man than a woman—I love you because of your womanly little ways and nature, so don't spoil yourself by carrying on with a man's work—it's not necessary.





## Document 6

Source: Maria Botchkareva - Yashka, Russian woman soldier, *My Life as Peasant, Officer and Exile*, memoir, 1919

The Colonel gave the signal. But the men on my right and to the left of Captain Petrov would not move. They replied to the Colonel's order with questions and expressions of doubts as to the wisdom of advancing.

The cowards!

We decided to advance in order to shame the men, having arrived at the conclusion that they would not let us perish in No Man's Land. . . . Some of my girls were killed outright, many were wounded. . . . We swept forward and overwhelmed the first German line, and then the second. . . our regiment alone captured two thousand prisoners.

## Document 7

Source: Women as percentage of the industrial workforce in France, 1911–1926.

Date	1911	1914*	1915	1916	1917	1918	1919	1920	1921	1926
	34.0%	31.9%	40.1%	40.0%	40.4%	40.3%	36.4%	32.0%	31.7%	28.6%

\*as of July 1914

## Scoring the Response

For the document-based question, a good response should:

- respond to the question with an evaluative thesis that makes a historically defensible claim. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. Neither the introduction nor the conclusion is necessarily limited to a single paragraph.
- describe a broader historical context immediately relevant to the question that relates the topic of the question to historical events, developments, or processes that occur before, during, or after the time frame of the question. This description should consist of more than merely a phrase or a reference.
- explain how at least one additional piece of specific historical evidence, beyond those found in the documents, relates to an argument about the question. (This example must be different from the evidence used to earn the point for contextualization.) This explanation should consist of more than merely a phrase or a reference.
- use historical reasoning to explain relationships among the pieces of evidence provided in the response and how they corroborate, qualify, or modify the argument, made in the thesis, that addresses the entirety of the question. In addition, a good response should utilize the content of at least six documents to support an argument about the question.
- explain how the document's point of view, purpose, historical situation, and/or audience is relevant to the argument for at least ~~four~~ three of the documents.

Directions: Practice your DBQ skills by using this sheet.

- **DBQ Requirements:**
  - Contextualization
  - Complete thesis
  - Proper use of documents/evidence/analysis
  - Outside information
  - Complexity/Argument development
  
- **Suggested Organization:**
  - Intro Paragraph: Contextualization and thesis
  - Body Paragraphs: Argument development. Describes content of at least THREE documents. Supports argument using at least SIX documents. Explains how or why the document's POV, Purpose, Historical context, and/or Intended audience is relevant to the argument. OUTSIDE evidence discussed here too.
  - Conclusion Paragraph: Conclusion

**Prompt:** Evaluate whether or not the First World War was a transformative event in European women's history.

### 1. Intro Paragraph

**Contextualization** (Relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question). Set the table: Include WHO, WHAT, WHEN, WHERE, maybe WHY?) --- What is going on POLITICALLY, ECONOMICALLY, RELIGIOUSLY, SOCIALLY, INTELLECTUALLY/ARTISTICALLY? (PERSIA)

- (2-4 solid sentences) (2 pts)

**SET TABLE** - During the early 20th century, European Women began to see positive change in regards to their social status and individual rights.

**CONTEXTUALIZATION**- Earlier during the 19th century, women began to fight for additional rights in marriage, in regards to property ownership, voting representation, social equality and educational opportunities. Women like Maria Montessori, who represented the "new woman" by achieving a college degree and helping mentally handicapped students to learn how to read, Emmeline Pankhurst, who championed the suffragette movement in England by creating the Women's Social and Political Union, and Bertha von Suttner, who was the first woman to win the Nobel Peace Prize in 1905, all contributed to future social change for women to come in the 20th century.

**Thesis Statement** (This makes a historically defensible claim and responds to all parts of the question. This is your argument, your roadmap!!). Make this GOOD! --Address **ALL** parts of the prompt!!

- (1-3 solid sentences) (2 pts)

**THESIS STATEMENT** - Although many men still refused to accept progress for women in society, World War I transformed conceptions of women's role socially, as women sought better or new employment opportunities, economically as women were able to earn higher wages, and politically as women gained the right to vote after the Great War ended.

So, your body paragraphs will follow the same structure as set forth in your thesis:

1. Men against women's progress
2. Women gaining better or new employment opportunities (including higher wages)
3. Women gaining political rights (voting)

## 2. Body Paragraphs

(A) Describe the content of at least **THREE** documents to address the topic of the prompt - Brief description of content in relation to the topic (1 pt. ea.)

Document # & Author	Document Description
1. # 1 /Magazine cover	Document 1 is a political cartoon from 1915 in which the topic of suffrage for women is presented as a noble and chivalrous endeavor, equal to that right for men. Women are portrayed as heroines and worthy of this right. <b>(DOES THIS ADDRESS THE TOPIC OF THE PROMPT?)</b>
2. # 5 /Wilby (letter)	Document 5 is a 1918 letter from a British soldier to his fiancée. The author instructs his fiancée to not go into heavy industrial "man's" work and to remain "a woman". <b>(DOES THIS ADDRESS THE TOPIC OF THE PROMPT?)</b>
3. # 4 /Bedford (poem)	In document 4, the author has written a poem which expresses the great economic freedom that higher wages for working women helps females achieve financial independence <b>(DOES THIS ADDRESS THE TOPIC OF THE PROMPT?)</b>

(B) Support an argument in response to the prompt using at least six documents. (1pt ea.) - **CONNECT THE DOCUMENT TO THESIS!!!**

1. # 1 /Magazine cover	Document 1 is a political cartoon from 1915 in which the topic of suffrage for women is presented as a noble and chivalrous endeavor, equal to that right for men. Women are portrayed as heroines and worthy of this right. This foreshadows the eventuality of women gaining the right to vote after World War I. <b>(DOES THIS SUPPORT AN ARGUMENT THAT RESPONDS TO THE PROMPT?) - does it connect to argument about WWI being or not being a transformative event in women's history?</b>
2. # 5 /Wilby (letter)	Document 5 is a 1918 letter from a British soldier to his fiancée. The author instructs his fiancée to not go into heavy industrial "man's" work and to remain "a woman". The author is expressing his view that women should remain as mothers and spouses and shouldn't lose their femininity. <b>(DOES THIS SUPPORT AN ARGUMENT THAT RESPONDS TO THE PROMPT?)</b>
3. # 4 /Bedford (poem)	In document 4, the author has written a poem which expresses the great economic freedom that higher wages for working women helps females achieve financial independence. Women were gaining new employment opportunities, making high wages, and beginning to support themselves without the financial support of a husband. <b>(DOES THIS SUPPORT AN ARGUMENT THAT RESPONDS TO THE PROMPT?)</b>
4. # 2 /Hindenburg	Paul von Hindenburg in document 2 represents the stereotypical male view that women should remain focused on being a spouse and mother and not to disrupt the family by getting involved in wartime industrial work. He is clearly against social and economic progress for women. <b>(DOES THIS SUPPORT AN ARGUMENT THAT RESPONDS TO THE PROMPT?)</b>
5. # 3 /de Courson	In document 3, the Countess de Courson describes how women have been working hard in the agricultural fields and do their fair share of work in support of the war cause. She expresses that women, just like men, are facing up to the necessities of war. <b>(DOES THIS SUPPORT AN ARGUMENT THAT RESPONDS TO THE PROMPT?)</b>
6. # 6 /Botchkareva	In document 6, the female author describes her time spent in the Russian army as a soldier. She explains that the women in the army were quite brave, unlike many of her male counterparts. Women involved directly on the front lines in the armed forces was a relatively new endeavour at this time in history. <b>(DOES THIS SUPPORT AN ARGUMENT THAT RESPONDS TO THE PROMPT?)</b>

(C) Explain HOW or WHY the document's Historical Context, Intended Audience, Point of View, and/or Purpose (HIPP) is relevant/significant (IMPORTANT)--- (you only need **three** on the test/but here we will practice all four items) – (1 pt. ea.)

1. # 2 /Hindenburg Relevance of <b>POV</b> for any document	In document 2, Hindenburg expresses a common, conservative, misogynistic <b>VIEWPOINT</b> that women should remain focused on being a spouse and mother. His <b>POINT OF VIEW</b> is <u>important</u> because it represents the view of some males during this time frame and shows what type of attitude women had to overcome to make gains in society.
2. # 7 / Data chart Relevance of <b>Purpose</b> for any document	The <b>PURPOSE</b> of document 7 is to show the number of women involved in the industrial workforce in France from 1911-1926. This is <u>important</u> because it displays an increase in the percentage during the war years, and also shows a decrease in the percentage after the war's conclusion when troops came back home, many taking jobs previously held by women.
3. # 4 /Bedford Relevance of <b>Historical Context</b> for any document	In document 4 Bedford has written a poem which expresses the great economic freedom that higher wages for working women helps females achieve financial independence. The <b>HISTORICAL CONTEXT</b> of this document is <u>important</u> to consider because during this time in history, Women were gaining new employment opportunities, making higher wages, and beginning to support themselves without the financial support of a husband.
4. # 5 /Wilby Relevance of <b>Intended Audience</b> for any document	Document 5 is a 1918 letter from a British soldier to his fiancée. The author instructs his fiancée to not go into heavy industrial "man's" work and to remain "a woman". The author is expressing his view that women should remain as mothers and spouses and shouldn't lose their femininity. The <b>INTENDED AUDIENCE</b> of document is his fiancée and this is <u>important</u> to consider as some women during this time probably received letters such as this, stressing the ideal of domesticity.

**Outside Evidence** – Provide specific evidence beyond what is found in the documents. You may mention specific events, people, documents, books, actions, themes, ideas, etc. (PERSIA???) – (2-3 solid sentences) – Different from contextualization. (2 pts)

Throughout European history, women have been demanding more rights within society. In the 1700's during the Enlightenment, women such as Mary Wallstonecraft and Mary Astell helped to begin the push towards social progress for women. Wallstonecraft made a strong statement for women's rights in "Vindication of the Rights of Woman" and Astell argued that women deserved better education and equality in marriage in "A Serious Proposal to the Ladies". These two women helped to pave the way for the women's rights movement of the 19th and 20th centuries by publicly questioning women's subservient role in society.

## 3. Conclusion Paragraph

Re-emphasize Thesis (reword and re-emphasize your thesis---your argument you just proved!). Explain significance of topic and if possible, how the topic impacted future events. (1 pt)

World War I provided the impetus for change as women made progress socially, economically and politically. Although some men still believed that a woman's place was as a domestic childbearer and dependable wife, women generally made strides in society by working in non-traditional jobs, making a livable wage, and achieving the right to vote. During the post war era of the 1920's, unconventional, energetic, controversial and fashionable women known as flappers were beneficiaries of the social struggle from previous generations and helped to usher in a new era of social progress for women in western society.

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